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ABSTRACT

Information about 18 organizations that provide funding for individual, group, or organizational research efforts is presented. The organizations include foundations, corporations, and government and nonprofit agencies. Descriptions are provided for 13 organizations that provide educational grants and 5 organizations that provide miscellaneous grant or fellowship opportunities. Information is also given on the types of projects funded and their application procedures, along with the contact address. The organizations that provide educational grants are as follows: the Benton Foundation, the Bush Foundation, Carnegie Corporation of New York, the Charles E. Culpeper Foundation, Educational Testing Service, the Fund for the Improvement of Postsecondary Education, Government of the District of Columbia, the Edward W. Hazen Foundation, the William and Flora Hewlett Foundation, the W. K. Kellogg Foundation, the Andrew W. Mellon Foundation, National Cash Register, and the Alfred P. Sloan Foundation. The additional five funding groups are: the Booth Foundation, the Camille and Henry Dreyfus Foundation, the Kresge Foundation, the Pew Charitable Trusts, and the Rockefeller Foundation. (SW)

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ASHE DIRECTORY OF FUNDED RESEARCH OPPORTUNITIES FOR PRE-POST-DOCTORAL STUDENTS OF HIGHER EDUCATION

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MARCH 1985

ASHE Association for the Study of Higher Education
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TABLE OF CONTENTS

INTRODUCTION 1

Content 1
Procedure 2

PART I. EDUCATIONAL GRANTS

The Benton Foundation 3
The Bush Foundation 5
Carnegie Corporation of New York. 9
The Charles E. Culpeper Foundation. 11
Educational Testing Service 13
The Fund for the Improvement of Postsecondary Education . 15
Government of the District of Columbia. 17
The Edward W. Hazen Foundation. 19
The William and Flora Hewlett Foundation. 21
W. K. Kellogg Foundation. 24
The Andrew W. Mellon Foundation 27
National Cash Register. 31
The Alfred P. Sloan Foundation. 32

PART II. MISCELLANEOUS GRANTS

The Booth Foundation. 34
The Camille and Henry Dreyfus Foundation. 35
The Kresge Foundation 37
The Pew Charitable Trusts 39
The Rockefeller Foundation. 42

APPENDIX. List of Responding Organizations. 44

INTRODUCTION

Securing funding to support research efforts is a highly desired goal of academics. Unfortunately, however, it is one which is not often realized. The number of organizations providing such support are few in number and are growing fewer in coming years.

Given this scarcity of such funding, there may not be an overwhelming exchange of information among researchers about the availability of funded research opportunities. This directory, therefore, has been prepared by the Committee on Graduate Students of ASHE in an effort to disseminate information about some organizations which may provide funding for individual, group, or organizational research efforts.

This directory includes a description of the grant programs of several foundations, corporations, and agencies. Also included are application procedures and contact offices.

Content

The information included in this directory is relevant for the 1984-85 fiscal year. It is recognized that by the time this directory is disseminated, many of the deadlines for 1985 awards will have passed. However, this does not render the directory useless. Its purpose is to make higher education graduate students and recent graduates aware of the types and nature of funding opportunities provided by various foundations, corporations, and educational agencies. These awards are made annually and despite the fact that many of this year's deadlines have passed, these opportunities may be pursued at a later date.

Opportunities discussed in Part I are designed specifically for persons in education.

Part II of this directory consists of miscellaneous grant or fellowship opportunities. Most are not directly applicable to students in education. However, since a large portion of higher education students come to the field from an array of professions, these miscellaneous opportunities may be of interest to some.

Procedure

A letter was sent to the program officers of 61 foundations, corporations, and educational agencies (which have been known to fund research ventures) requesting information and application materials on any type of educational experience that their organization might provide for pre- and/or post-doctoral students in the field of higher education administration. A total of 36 responded. Of that number, 18 provided some type of funded opportunities. A synopsis of these opportunities is included in this directory.

It is recognized that this effort cannot be considered a comprehensive guide to available resource agencies. This is an endeavor which requires both time and resources. It is hoped that this effort will be continued by the Graduate Student Committee and perhaps a more comprehensive directory can be compiled in the coming year. Until such time, however, it is hoped that this preliminary guide will be of some value to ASHE constituents.

Comments and suggestions for future editions maybe sent to: Glenda F. Carter, Office of Academic Planning and Analysis, The University of Michigan, 1040 Fleming Administration Building, Ann Arbor, MI 48104.

Glenda F. Carter
Research Assistant
Office of Academic Planning and Analysis
University of Michigan
ASHE Committee on Graduate Studies

March 1985

PART I

EDUCATIONAL GRANTS

THE BENTON FOUNDATION

The Benton Foundation is a private grant-making institution committed to enhancing public understanding and use of the traditional and emerging media of communications. Established in 1980 as the successor to the William Benton Foundation of New York, the Foundation seeks to examine the major issues raised by the rapid growth of communications technologies, and to encourage the development of communications policies and systems consistent with the democratic principles on which our nation is based.

The Foundation both initiates projects and provides support to other organizations for work in three broad program areas:

- --Research on the societal impact of communications, technologies, systems, and services, and on the resulting implications for public policy.
- --Innovative applications of communications media to improve public debate and understanding of national and international issues.
- --Efforts to increase public awareness of the role of communications and information systems in society and to promote informed use of those systems.

Areas of Interest

Communication Policy. The Benton Foundation will support projects that explore the short- and long-term effects of communications policy options, and that facilitate the implementation of policies that promote the goals of access and diversity. Priority will be given to projects that provide policymakers with a better understanding of the capabilities and limits of the media, that explore the social and legal questions raised by the convergence of technologies, and that examine the appropriate roles of public and private interests in a competitive communications environment. Research projects funded by the Foundation must include plans for disseminating results and identifying intended users.

Public Affairs and the Media. The Foundation will support projects designed to increase understanding of the role and effects of the communications media in the political process. Such projects should examine how the media can play a more constructive role in the political life of our nation during and between elections. They may use traditional forms of the media, or more experimental ones, exploring such technologies as computer networking or teleconferencing for public education or issue advocacy.

THE BENTON FOUNDATION (continued)

Communications Education. The Foundation seeks projects that strive to raise public awareness of the nature and uses of communications and information technologies, and that ensure that their benefits will be available to all. It has particular interest in projects that develop or distribute information regarding the innovative use of communications and information technologies by non-profit organizations. The Foundation also seeks projects that reinforce the ability of journalists to deal effectively with the new complexities of their profession.

Application Procedure

The Benton Foundation seeks proposals in line with its stated goals. Applicants are asked to submit a brief description of the proposed project, including a statement of goals, the personnel to be involved, and the funds requested. A complete budget should be submitted with the proposal. The foundation does not have a standard application form. If necessary, the staff will request additional information. All final funding decisions are made by the Board of Directors, which meets three times a year--generally in March, July, and November.

Grants are made primarily to educational and charitable institutions rather than to individuals. Projects of national or regional significance will be given priority.

Contact the Foundation staff in Washington, D.C., for further information regarding the Foundation and its interests. Write to:

Benton Foundation
1776 K Street, N.W., Suite 900
Washington, D.C. 20006
(202) 857-1768

THE BUSH FOUNDATION

Major Current Interests

1. The Bush Foundation is predominantly a regional grantmaking foundation, with broad interests in education, human services, health, arts and humanities, and in the development of leadership.

2. The Foundation is interested in education at all levels, with major emphasis in higher education. In recent years, most of the Foundation's grantmaking in higher education has been in particular, predefined areas of emphasis. These include assisting private colleges with matching grants to complete capital fund drives, matching grants to improve annual unrestricted alumni giving, grants for faculty development, and for training in the joint fields of child development and social policy.

3. The Foundation seeks to support projects which may help demonstrate and evaluate ways to lessen, prevent or resolve contemporary social problems. Those projects which involve the elements of relatively early intervention and reasonable cost are of particular interest.

4. The Foundation seeks to encourage the delivery of good health care, at reasonable cost to recipients and to society. The Foundation wishes to consider proposals for programs that will improve the quality, accessibility, and efficiency of health care services within the Foundation's geographic region. Recently, grants have been approved for programs that seek to develop more information about the provision of health services within the region, to improve the clinical and leadership skills of rural physicians.

5. Within its geographic region of major interest, the Foundation supports the arts and humanities, including music, theater, dance, visual arts, and the general preservation of our cultural heritage. Since 1975 the Foundation also has provided fellowships for individual artists.

6. The development of leadership potential was of particular interest to the founder of The Bush Foundation, and will continue to command its interest and resources.

Bush Leadership Fellows Program

Students of higher education might find the Bush Leadership Fellows Program to be of particular interest. This program was started in 1965 at the wish of Archibald Granville Bush. He envisioned a program which would locate highly motivated individuals with strong leadership qualities from many fields. His aim was to help these persons develop and broaden their potential for leadership without the kind of financial

THE BUSH FOUNDATION (continued)

hardship he encountered early in his own business career. Recipients of these awards receive financial support for full-time midcareer study -- sometimes including a specially designed internship -- anywhere within the United States. The awards range in length from four to eighteen months.

Purpose. The objective of the Fellowship Program is to enrich, through academic and/or internship periods, the experience of strongly motivated individuals in midcareer and prepare them for high-level responsibility. Persons seeking administrative training are usually given preference over those endeavoring to complete specialized training.

Professional Fields. The awards are made to persons likely to advance to leading positions in architecture, business, engineering, farming, forestry, government, jouranlism, law, law enforcement, social work, theology, trade unionism, and in the administration of arts, education, health, or scientific organizations.

Applicants should already have some administrative experience and substantial progress in their fields and show promise of becoming leaders. A person already enrolled in any academic program is not eligible for an award to complete that program.

In 1973, The Bush Foundation added a new program for Bush Summer Fellowships to the regular Bush Leadership Fellows Program. The summer program offers skills development opportunities ranging from three to ten weeks in length, and usually does not include an internship.

Application Guidelines for the Bush Leadership Program

Eligibility and Qualifications. Applicants must be United States citizens who have at the application deadline date already reached the 28th birthday but not yet reached the 50th birthday.

Applicants should at application deadline be employed full-time in a career type job and already have a minimum of five years of work experience, preferably including some policy-making or administration.

Note: Appropriate part-time and/or volunteer work experience will also be considered.

Work experience in the applicant's immediate or in a closely related field is of greatest importance.

Personality characteristics are very important, including pronounced leadership qualities with promise of future development, adaptability, flexibility and high moral character. In addition, attention is paid to expression of concern for problems facing society through community activity.

THE BUSH FOUNDATION (continued)

Applicants should already have standing in their fields and show strong promise of becoming leaders. This program is designed to provide administrative training and/or new insights for persons who already have come far enough in their fields to feel a need to broaden themselves. Persons seeking administrative training are given preference over those completing professional training and/or specialized degrees.

Requirements. Award usage must always be on a full-time basis and should be continuous. However, with the approval of the Program Director, Fellows may return for a period of regular work before completing the award program.

A BLF applicant's program must be scheduled for completion within 36 months from the time awards are announced.

The amount of the stipend during the internship period will depend upon any salary paid by the internship employer as well as any extraordinary expense. The aggregate of the salary and the stipend cannot exceed the Fellows's level of compensation at the time of the award of the Fellowship.

Fellows are also required to submit monthly reports including grades received, goals attained, and a financial accounting at the end of each major period.

Preferred Programs. BLF: Ordinarily, the Fellow will be expected to pursue a well-structured academic program at a leading university for up to 12 months. This may be degree or nondegree, with midcareer peer group association encouraged. At the completion of this academic element, those Fellows involved in internship must re-submit to the Program Director a plan for a shorter period of association with a mentor in one of the above-mentioned professions and unconnected with present employer. A high-level reporting relationship will be stressed.

Study programs should be capable of completion in no more than two academic years. No proposal involving three years of classroom study will be considered.

In individually planned degree-related applications, importance is attached to the submission of a statement confirming agreement by a university with the proposed timetable.

BSF: Preference will be given to the applicant who proposes a well-structured plan of study in an appropriate peer group rather than one who seeks to carry out an individual project or to take a few regular universities courses for credit. Persons seeking administrative training will receive preference over those endeavoring to complete specialized or technical training.

THE BUSH FOUNDATION (continued)

Persons proposing small segments of lengthy degree programs will not ordinarily be considered unless the proposed portion is the final and completion stage.

For further information and application forms, write to:

Bush Leadership Program
P. O. Box 24140
Minneapolis, MN 55424
(612) 926-0948; 227-0891

CARNEGIE CORPORATION OF NEW YORK

The Corporation's Program

Although its purposes are broadly stated, the Corporation has a policy of selecting a few areas at a time in which to concentrate its grants. The trustees have determined to continue the foundation's long-standing interest in the development of human resources and to concentrate on four broad goals.

The first goal is the avoidance of nuclear war and improvement in U.S.-Soviet Union relations. The grant program will support science-based analyses of ways in which the risk of nuclear war can be diminished and efforts to ensure that the results of such analyses are widely known and understood. It will emphasize the mobilization of the best possible intellectual, technical, and moral resources to work toward this objective.

The second is the education of all Americans, especially youth, for a scientifically and technologically based economy. The program will link the movement for educational reform to changes in society and the economy. It will draw upon the Coproration's past interests in the education of children, youth, and adults and particularly its commitment to equity for women and members of minority groups.

The third goal is the prevention of damage to children from birth through early adolescence. The program will focus mainly on ways to prevent the development of serious problems for children and young teenagers, especially school failure and school-age pregnancy, and secondarily on childhood injury and substance abuse. It will continue the foundation's interests in early education and child care in this new context.

The fourth goal is concerned with strengthening human resources in developing countries. The grant program will aim to engage the scientific and scholarly community in the United States and developing countries in this effort. It will be aimed further at heightening American understanding of developing countries.

Grants are made primarily to academic institutions and national and regional organizations.

How to Submit a Proposal

There is no formal procedure for submitting a proposal. All that is necessary for preliminary consideration is a statement describing the project's aims, methods, personnel, and the amount of financial support required.

CARNEGIE CORPORATION OF NEW YORK (continued)

The officers review all proposals in the light of their knowledge of the field and in relation to the Corporation's current program priorities. They ask for supplementary information or a personal discussion when either would be helpful in making a judgment. The endorsement of the administrative head of an institution need not be sent with the initial proposal but will be requested before a favorable recommendation is made to the Corporation's trustees.

More detailed information may be obtained by writing to:

Carnegie Corporation of New York
437 Madison Avenue
New York, N.Y. 10022
(212) 371-3200

THE CHARLES E. CULPEPER FOUNDATION

1985 Programs in Support of Undergraduate Programs

The Foundation's support for educational programs, other than in the medical area, is directed to undergraduate education in the liberal arts and sciences. Although the Foundation is not inclined to make scholarship grants, in light of the current emergency consideration will be given to requests from higher education organizations or consortia seeking to develop new approaches to providing financial assistance to undergraduates.

The following are the principal areas in which the Foundation is inclined to make educational grants:

A. The Post-Doctoral Fellows Program. Culpeper Post-Doctoral Fellowships in the Social Sciences have been awarded to seven colleges and universities. The program is designed to promote cross-disciplinary activity in the social sciences with particular emphasis on teaching and research in public policy studies. The Foundation will not entertain applications for these Fellowships from individuals, but rather grants will be awarded to those institutions chosen in the first instance by the Foundation's Grant Committee.

B. Program Support. The Foundation has been helpful to a number of institutions by providing support in specific programmatic areas. In addition to continuing its support of environmental studies programs, the Foundation will welcome proposals for support of foreign language teaching, public policy studies and programs in mathematics and computer science.

C. Technology in the Library and Classroom. As library technology develops, many institutions will be faced with the need to make substantial investments in equipment, personnel and program support. The Foundation wishes to aid in this process. In addition, technological advances are having significant impact on undergraduate teaching in a number of areas, e.g., language training, self-paced courses, computer science. The Foundation intends to support institutions in their efforts to take advantage of these new opportunities.

Guidelines for Applicants

In light of evolving priorities, the Foundation's directors regularly review the thrust of the grant program to ensure that available funds are wisely and efficiently expended.

The Foundation limits its grants for endowment and building programs and does not make grants to attend conferences or seminars or to engage in travel. It does not make grants to individuals, or to organizations which merely distribute funds to beneficiaries of the

latter's choosing. Except in unusual circumstances, the Foundation limits support of any one organization to three years. It encourages applications from regions where access to local private funding may not be available. However, it makes grants to assist projects located in the United States only.

The Foundation does not use a standard form of application. Therefore, applicants should write a letter containing the following information:

1) A succinct description of the project.

2) Its purpose.

3) A detailed budget.

4) A copy of the applicant's tax-exempt letter.

If the Foundation's preliminary review determines an interest in the project, further information will be requested, including the names of officers and/or trustees, a detailed statement of the objectives and functions of the proposed project, complete financial data on the organization, qualifications of persons who will direct the project, proposed starting date and schedule for completion of the project, and sources and amount of other support requested or anticipated.

When an application for a grant is complete, it will be considered by the Grants Committee of the Board of Directors of the Foundation.

The Foundation's Board meets quarterly to consider and take final action on grant requests presented to it by the Grants Committee. The Foundation advises every applicant in writing as to the disposition of any proposal.

The Foundation appreciates the receipt of applications since it relies to a great extent upon unsolicited applications to complete its programs.

When an application is rejected, it is with a sense of regret that a particular activity, even though worthwhile, is one which the Foundation, due to its limited resources, cannot support. Because of the numerous appeals received by the Foundation, it confines its consideration to new appeals and will not review one already rejected.

For additional information write to:

The Charles E. Culpeper Foundation, Inc.
866 United Nations Plaza
New York, N.Y. 10017

EDUCATIONAL TESTING SERVICE
PREDOCTORAL AND POSTDOCTORAL FELLOWSHIP PROGRAMS

Purpose of the Program

ETS expects that a fellow will conduct research at ETS in Princeton, N.J. in association with ETS senior staff in one of the following areas:

- Psychometrics
- Policy Studies
- Minority Issues
- Technology
- Higher Education
- Cognitive Psychology
- Educational Psychology

Up to four scholars will be appointed for one year, with the possibility of renewal for a second year.

Stipend

The stipend will be $16,000 for predoctoral fellows, $24,000 for postdoctoral fellows. Some benefits and travel expenses will be included.

Who Should Apply

The program is open to any permanent resident of the United States. Minimum requirements are:

1. Postdoctoral Fellow: A Ph.D. or Ed.D. or the equivalent in training and experience in a relevant discipline such as psychology, statistics, education, sociology, political science, or public policy, together with evidence of prior research.
2. Predoctoral Fellow: Acceptance in a doctoral program and evidence of interest in a research area or problem.

How to Apply

Candidates should submit the following:

--A resume outlining the candidate's background and experience.

--A letter, no longer than three pages, describing the candidate's research interests, background, and experience, and indicating how a fellowship at ETS could contribute to his/her personal goals.

EDUCATIONAL TESTING SERVICE (continued)

--The names, affiliations, addresses, and telephone numbers of two individuals willing to furnish recommendations for the candidate.

--Transcripts of college undergraduate and graduate grades.

Applications and inquiries should be sent to:

Vera M. House
Assistant to the Chairman
Fellowship Committee
Educational Testing Service
Princeton, N.J. 08541
(609) 734-5152

THE FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (FIPSE)

A Brief Introduction

Each year the Fund for the Improvement of Postsecondary Education administers the Comprehensive Program, which has several notable characteristics:

- --It is comprehensive in scope. The Fund supports projects covering the entire range of postsecondary education.
- --It is responsive. The Fund relies on external initiative for the task of conceiving and developing proposals.
- --It is action-oriented. While the Fund will entertain proposals for policy-oriented studies and feasibility studies directly related to reform and improvement, it ordinarily does not fund proposals for basic research.
- --It is risk-taking. The Fund will entertain proposals for new and unproven ideas.

Projects

The Fund supports an array of diverse projects each year. Most projects are local improvements which, if successful, usually continue beyond the period of Fund support. Others focus on assessment, dissemination, and evaluation activities, and often terminate with completion of the project. Most projects eventually influence practice elsewhere.

The Fund provides support in the form of either grants or cooperative agreements, depending on the nature of the project and its objectives. Projects may receive support for 1-, 2-, or 3-year periods. Projects can begin as early as August 1, 1985. It is estimated that 75 new awards ranging from $5,000 to $200,000 per year will be made. The average award size is approximately $70,000 per year.

The Fund specifically invites proposals for "seed" grants which include in their plan evidence that private sector or local public support for the project will be available after the Federal funding has expired.

Eligibility

The involvement of many associations, organizations, and agencies is essential to the improvement of postsecondary education, and the Fund supports the full range of providers of educational services. Proposals may be submitted by 2- and 4-year colleges and universities, both public and private, accredited and nonaccredited; community

organizations, libraries and museums; profit and non-profit trade and technical schools, unions, consortia, student groups, local government agencies, businesses, and associations--this list is not exhaustive. Proposals may be submitted by newly formed as well as established agencies.

Submission Procedures and Closing Dates

Submission procedures have been very similar for the past several years. The Comprehensive Program has a two-stage submission and review process. To qualify for funding consideration, all applicants must submit a preliminary proposal on or before Thursday, November 29, 1984.

The Fund will review these preliminary proposals and by Friday, February 1, 1985 will mail notifications to applicants invited to submit final proposals. Final proposals must be submitted on or before Tuesday, March 19, 1985.

The announced closing dates and procedures for guaranteeing timely submission are strictly observed.

For further information on the program, direct inquiries to:

Fund for the Improvement of
Postsecondary Education
7th and D Streets, S.W.
Washington, D.C. 20202
(202) 245-8091

GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF POSTSECONDARY EDUCATION,
RESEARCH AND ASSISTANCE

Department of Human Services
Postsecondary Education Internship Program

General Description

The DHS Postsecondary Education Internship Program (DHS-IP) places students enrolled at D.C. colleges and universities in positions as interns with administrative and operative units in the D.C. Department of Human Services. The program began in Fall 1984, and is coordinated by the DHS Office of Postsecondary Education, Research and Assistance (OPERA).

The purpose of the program is two-fold:

--To provide students at D.C. colleges and universities with the opportunity to gain work experience in urban government, while earning college credit, and;

--To provide DHS units with motivated, trained assistance at minimal or no cost, and encourage interns to continue their careers in urban government upon graduation.

Program Procedures

1. Positions are available on a paid and/or for credit basis. Students are referred to the different types of positions available after consultation with the institution at which they are enrolled.

2. Work-study positions, with a portion of the stipend being paid by DHS and a portion by the institution, are included.

3. Whenever possible, the DHS stipend is paid direct to DHS interns.

4. The OPERA requests that a liaison staff member be named by each participating institution or program, to facilitate operation of the DHS-IP.

5. Positions are available for varying durations and numbers of hours per week. A minimum of 16 hours per week is desirable.

6. Generally, internships are limited to junior and senior undergraduate, graduate, and graduate-professional students.

7. Verification of time and attendance, and evaluations of the intern's performance, are provided by DHS, in format(s) developed in cooperation with the institution.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DHS Postsecondary Education Internship Program

For more information contact:

Sheila Drews
Supervisory Educational Planner
1331 H Street, N.W.
Washington, D.C. 20005
(202) 727-3685

THE EDWARD W. HAZEN FOUNDATION

Current Interests

Since its inception in 1925 the Hazen Foundation's major interests have been in education and values. Consistent with the concerns of Edward Hazen, the Foundation remains committed to programs serving the needs and interests of young people. While in the past it has concentrated on college age youth, recently there has been a shift in attention to young people of junior and senior high-school age.

The present concerns continue to be focused on young people and values, primarily in educational programs at the secondary school level, that include action and research in the following categories:

--Those concerned with environments where young people live, study, or work, particularly in troubled metropolitan areas. Our interest includes research on these environments and action projects designed to improve them.

--Those that nurture the formation of constructive values by young people. We are concerned both with research on values that are normative for young people today and projects that help them build lives that are useful and gratifying.

--Those that increase the competence of teachers and others in their work with young people. We are interested in projects concerned with the design and testing of new models of teaching and learning, the enrichment of education through the arts and humanities, the interaction of schools and community organizations, and the development of intercultural understanding.

--Those that improve the state of the art in education through experimentation and research.

Forms of Application

The trustees normally meet twice a year (April and October) to study needs and opportunities and to consider pending program proposals. Additional meetings are scheduled when desirable. From time to time educators or other leaders are invited to participate in these deliberations. Applications must be submitted not later than February 1 and August 1 prior to these semi-annual meetings.

The Foundation is able to support very few projects annually, and for this reason applicants are urged to send an informal letter of inquiry prior to submitting a formal application. The letter may specify the issue being addressed, the age group that will benefit from the program, and the program cost. A copy of a proposal sent to another grant maker may be included if desired. Priority is given proposals serving the adolescent population.

THE EDWARD W. HAZEN FOUNDATION

Formal applications should be submitted by February 1 or August 1, in a format prepared by the Foundation to expedite comparison of disparate proposals. The form is designed to elicit specific information about the purpose and structure of the project, the constituency being served, personnel involved in the project, the program budget, and the organization submitting the application.

For further information write to:

The Edward W. Hazen Foundation
16 East 34th Street
New York, N.Y. 10016

THE WILLIAM AND FLORA HEWLETT FOUNDATION

The broad purpose of the Hewlett Foundation is to promote the well-being of mankind by supporting selected activities of a charitable, religious, scientific, literary, or educational nature, as well as organizations or institutions engaged in such activities.

More particularly, to date the Foundation has concentrated its resources on activities in the performing arts; education, particularly at the university and college level; population issues; environmental issues; and more recently, conflict resolution.

The Foundation has a strong commitment to the voluntary, nonprofit sector. It will therefore assist efforts to improve the financial base and efficiency of organizations and institutions in this category. Proposals that show promise of stimulating private philanthrophy are particularly welcome.

Education

Grants in the education program are made to promote the underlying strengths of recipient institutions rather than to meet their short-term, specific needs. Most of the grants are made in the categories described below. For the few made outside these categories, preference is generally given to umbrella organizations or activities that serve a number of institutions.

The Foundation makes grants to strengthen networks of major research libraries reflecting the conviction that only through collaboration can libraries maintain cost-effective, quality services. The Foundation will not help meet the needs of individual libraries or disciplines. Like research liberaries, university presses play a crucial role in the dissemination of new knowledge. The Foundation seeks proposals that promise benefits to presses generally. The Foundation also supports international and area studies at major research universities through grants to endow discretionary funds.

The Foundation makes grants to strengthen comprehensive teaching and research programs of academic institutions that focus on relations between the United States and Mexico. Of particular interest are broad-based centers of research that will improve communication between consumers and providers of policy research, cooperate with other research programs, address regional and local concerns, and involve local educators and journalists.

Maintaining funds for institutional renewal is difficult in times of budget stringency. In conjunction with the Andrew W. Mellon Foundation, the Foundation makes challenge grants to establish presidential discretionary fund endowments for faculty and curriculum development and other activities at selective private liberal arts colleges. The Foundation makes similar commitments to improving

THE WILLIAM AND FLORA HEWLETT FOUNDATION (continued)

undergraduate education. The Foundation supports a program of challenge grants to private Black colleges for their capital campaigns which is administered by The Bush Foundation.

The need to improve the public's capacity to understand and deal effectively with the rest of the world poses a major challenge for the United States. The Foundation supports cooperative efforts by the World Affairs Council, Stanford University, Global Perspectives in Education, and the University of California, Berkeley, to stimulate the public's interest in and understanding of international affairs.

The Foundation helps strengthen elementary and secondary schools by funding efforts to reform public policy at the state level and by funding broad-based partnerships between schools and universities and colleges, in contrast to individual programs of research, staff and curriculum development, or other service programs.

Advice to Applicants

Because the foregoing Program Descriptions are brief and are under continuing review, the most efficient means of initial contact with the Hewlett Foundation is a letter of inquiry, addressed to the President. The letter should contain a brief statement of the applicant's need for funds and enough factual information to enable the staff to determine whether or not the application falls within the Foundation's areas of preferred interest or warrants consideration as a special project. There is no fixed minimum or maximum with respect to the size of grants; applicants should provide a straightforward statement of their needs and aspirations for support, taking into account other possible sources of funding.

The Foundation recognizes that significant programs require time to demonstrate their value. It is therefore willing to consider proposals covering several years of support. While the Foundation will entertain specific projects in its areas of interest and will on occasion provide general support for organizations of special interest, it expects to work primarily through program support of organizations active in its main areas of interest.

All inquiries are reviewed first by the relevant program officer. He or she will either (1) in consultation with the President, decline those requests which seem unlikely to result in a project the Foundation can support; (2) request further information if a decision cannot be made on the basis of the initial inquiry; or (3) present the request to the rest of the staff for discussion.

Applicants who receive a favorable response to their initial inquiry will be invited to submit a formal proposal. Special supporting materials may be requested in some cases, but normally the proposal should include:

THE WILLIAM AND FLORA HEWLETT FOUNDATION (continued)

1. A concise statement of the purpose of the request, its significance or uniqueness in relation to other work being done in the field, and the results sought.

2. A budget for the program; an indication of other prospective funding sources and the amount requested of each; and a statement of the sponsoring organization's total budget and financial position. Applicants should indicate how they would continue a successful program once support from the Hewlett Foundation ceased.

3. The identity and qualifications of the key personnel to be involved.

4. A list of members of the governing body.

5. Evidence of tax-exempt status.

6. A statement to the effect that the proposal has been reviewed by the applicant's governing body and specifically approved for submission to the William and Flora Hewlett Foundation.

For more information write to:

The William and Flora Hewlett Foundation
525 Middlefield Road
Suite 200
Menlo Park, CA 94025-3495
(415) 329-1070

W. K. KELLOGG FOUNDATION

National Fellowship Program

The W. K. Kellogg Foundation is seeking ways to foster the development of effective and broad leadership skills and abilities. Its Kellogg National Fellowship Program (KNFP) is a prime example of the priority the Foundation has placed on this important need.

The KNFP began in 1980, and now serves as the ideal example of the Foundation's broader involvement in leadership-building projects. It affirms, too, the Foundation's continuing commitment to support for efforts to assure a replenishing supply of capable leaders, not only today but into the next decade.

Through the KNFP, fellowships are awarded each year to as many as 50 individuals who show a high level of success and accomplishment in their specific area of concentration. The primary objectives of the awards are to:

Provide individuals with opportunities and experiences necessary to develop a global or broadly oriented perspective on human and social issues. This underscoring of wide-ranging interests and knowledge means that Fellows cross lines of specialties to deal with complex problems of society.

Enable Fellows to develop new skills and competencies in fields or disciplines which are different enough from their chosen career. This would represent a new learning experience. But the related experience must be designed in a way that brings a positive, bolstering effect to their understanding of society's problems and their ability to contribute to solutions.

Establish a network of bright young individuals who will be leaders in academe, government, business, industry, and other professional areas. As members of this network they will be able to call on each other in a continuing exchange of ideas and information.

Offer forums for exchange of ideas so values of leadership can emerge through a process of identification, clarification, and dialogue about values and knowledge drawn from a wide variety of sources.

Develop broad leadership in individuals who are capable of acting upon important issues with an insight for the interrelatedness of social and economic systems across fields of specialization.

Improve all Foundation programming and activities by the infusion of new ideas and approaches from Fellows and others involved in the program.

W. K. KELLOGG FOUNDATION (continued)

In the program's first years, candidates for Fellowships were drawn almost entirely from academic institutions. The field of selection has been extended to include the public sector (government and nonprofit areas) and the business community (through national associations).

Program Activities and Experiences

A major aspect of the KNFP is the series of seminars conducted during the program's three-year span. The seminars are focused on issues and problems facing leaders in domestic and international settings. Selected resource people from a variety of disciplines and professions participate and enrich the sessions. The location for each seminar is carefully chosen to bring Fellows together in the locale that seems most fitting for the issues under discussion. For example, a concentrated look at industrial technology issues would be scheduled in a prominent industrial region.

In addition to required participation in the seminar series, two individualized efforts are pursued by the Fellows. The first is a self-directed activity meant to broaden the Fellow's perspectives about a social issue or problem; the second effort is to develop interprofessional skills which can be focused on societal problems. Three examples of self-directed activities in which Fellows might engage are:

--A physician, who, recognizing that public health and social policies dictate much of the reality having to do with improved health, especially for patients of low-income areas, and realizing that she knows little about the state policy-making process, elects to increase her knowledge and understanding in that field in order to effect necessary change.

--A public official, perhaps in a state's policy analysis office, sees the retrenchment efforts of higher education causing the loss of earlier gains made by the state in attracting and holding a cadre of understanding educators. He wants to learn how to keep such educators productively employed in private-sector work, thus aiding the state's economy.

--A computer software developer working in industry becomes concerned about the ethical aspects of personal citizen privacy in an age when electronic data can generate specific profiles. He thus prepares himself to deal with these ethical/philosophical questions of micro-electronics capacities as they relate to the individual's right to privacy.

Numerous workshops, travel experiences, and consultations also add scope to the overall program.

W. K. KELLOGG FOUNDATION (continued)

An advisory committee made up of nationally recognized experts in agriculture, education, and health provides leadership for the planning and development of the Fellowship experience. It decides the purpose, scope, and content of each seminar and related activities. Committee members guide each Fellow in implementing their learning plans. Additionally, the advisory committee provides periodic assessment of the programmatic aspects of the KNFP.

Frequently, advisory committee members serve as mentors, individually and collectively, to facilitate the growth of each Fellow. An important part of each Fellowship can be the mentor relationship which often develops between the Fellow and advisory committee members or other individuals from the professional or disciplinary community.

The Selection Process

Candidates for the Kellogg National Fellowship Program complete an application form which spells out all eligibility criteria. Each year the forms are available in the office of presidents or chief executive officers of eligible institutions, agencies, and associations, as well as offices of deans and vice presidents for academic affairs in colleges and universities. Applications may also be obtained by writing the Foundation.

A selection committee, named by the Foundation, recommends the candidates for appointment. Finalists then are interviewed by an advisory committee and a review panel. After the selection process is completed, each Fellow is awarded $30,000 plus 12.5 percent of their salary during the three-year Fellowship. Costs of attending the seminars are paid directly by the Foundation and are not part of the award.

Specific information about each new fellowship program is available from:

The Kellogg National Fellowship Program
W. K. Kellogg Foundation
400 North Avenue
Battle Creek, Michigan 49016
(616) 968-1611

THE ANDREW W. MELLON FOUNDATION

The purpose of the Andrew W. Mellon Foundation is to "aid and promote such religious, charitable, scientific, literary, and educational purposes as may be in the furtherance of the public welfare or tend to promote the well-doing or well-being of mankind."

Within this broad charter the Foundation currently makes grants on a selective basis to institutions in higher education; in cultural affairs and the performing arts; in medical, public health, and population education and research; and in certain areas of conservation, natural resources, the environment, and public affairs.

Applications are considered throughout the year, and no special forms are required. Ordinarily a simple letter setting forth the need, the nature and the amount of the request and the justification for it, together with evidence of suitable classification by the Internal Revenue Service and any supplementary exhibits an applicant may wish to submit, will suffice to assure consideration.

The following section summarizes some of the grants made in higher education.

Graduate Fellowships in the Humanities

The Foundation appropriated a total of $3,748,000 to support the second phase of a national graduate fellowship program in the humanities under the administration of the Woodrow Wilson National Fellowship Foundation. The program, which awarded its first fellowships in 1983, will make approximately 100 awards annually for each of five years to college seniors or recent graduates who show outstanding promise for careers as teachers and scholars in the humanities.

Area Studies

The Foundation continued its support for foreign-area studies in a limited number of fields, the largest commitment in 1983 being to the fields of Russian/Soviet and East European Studies. Grants totalling $3,300,000 went to six university-based Russian/East European centers to sustain fundamental capacities for research and training.

Research Libraries

The Foundation continued to work with research libraries on their preservation needs. A grant of $675,000 was made to the Research Libraries Group, Inc., toward costs of a project to microfilm volumes chosen by member institutions according to a cooperative assessment of their collection strengths. Grants to the several institutions, totalling $448,000, support internships at each for administrators of research-library preservation programs, and internships at The Library of Congress in preservation science.

THE ANDREW W. MELLON FOUNDATION (continued)

Urban Universities and Colleges

In a program to help a selected number of urban universities and colleges strengthen their faculties and improve and bring greater coherence to their undergraduate liberal arts curricula, four additional grants, totalling $1,150,000, were made.

Liberal Arts Colleges

Appropriations totalling $5,150,000 were made to 15 institutions to develop fresh combinations in teaching and learning to strengthen the arts and sciences.

A joint program with The William and Flora Hewlett Foundation, initiated in 1979, provided matching endowment grants to another 14 leading liberal arts colleges as presidential discretionary funds, the income to be used for institutional renewal, primarily faculty and curriculum development.

Minority Education

Continuing its interest in the education of minorities, the Foundation appropriated $2,100,000 to the College Entrance Examination Board for a National Hispanic Scholar Awards Program; $350,000 to A Better Chance, Inc., primarily to expand its network of volunteer chapters, and to increase the number of minority teachers in independent secondary schools; $250,000 to National Medical Fellowships, Inc., in support of scholarships for minority medical-school students; $250,000 to The Atlanta University to improve selected programs in the humanities.

Education: Science, Technology, and the Economy Program

The goal of the education program is to improve the chances that all Americans, especially youth, are better educated to deal constructively with the basic transformation of our society and the economy brought about by the pervasive influence of science and technology.

Three related developments point the way to the new program. The first is the dramatic, accelerating change in society and the economy brought about by science and technology. The second is the need for across-the-board improvement in education (schools, colleges, adult retraining programs) to enable Americans to cope as citizens with these changes and to contribute to a dynamic economy as productive workers. The third is the widespread concern about education as exemplified by the response to recent commissions and reports, strong intersectoral leadership at the state level, and a public awareness that has put education high on the agenda of national priorities.

THE ANDREW W. MELLON FOUNDATION (continued)

The new program will pursue two central objectives. The first is the improvement of education in science, mathematics, and technology for all Americans. The second is increased understanding of the impact of technology on our economy and how our society can prepare for change.

At present there are five areas of concentration. Because of limited resources, the emphasis will be on grants with wide applicability and leverage. The Corporation will initiate strong proposals as well as react to unsolicited proposals. Through its grants it will foster model programs, research and development, and improved educational policy.

1. Improving Education in Science, Mathematics and Technology. There is considerable evidence of weakness in science education throughout the nation. The present public concern is related to the belief that the United States economy is being transformed by science and technology and that the nation's competitive position in the world economy is at stake. A better educated work force is necessary. Economic considerations provide some of the impetus for reform. In addition to the economic case for greater scientific literacy among the American public, the overriding reason for improving science education is to strengthen citizenship. The pervasive influence of science and technology requires citizens who can participate thoughtfully in the resolution of contemporary issues.

In this area of concentration, the Corporation will focus on several concerns: curriculum development, teacher training, support mechanisms to link the science-rich sectors of our society with the science-poor sectors, adult retraining, science reporting through the media.

2. Encouraging Minorities and Women in Science. There is a danger that a national preoccupation with science will widen the gap between majority and minority students, between boys and girls. There are two types of concern. First, if women and minorities are to be part of the economic mainstream, they will require greater sophistication in mathematics and science. Second, even for people in jobs not requiring technical training, knowledge of the role of science and technology will be important.

It will become a matter of practical necessity that the nation educate blacks, Hispanics, and women for science-based professions: engineers, physicians, technicians, etc. Because of demographic shifts leading to fewer young people but more minorities to do the work of the society, the nation will need talent from all population groups.

THE ANDREW W. MELLON FOUNDATION (continued)

The Corporation will encourage girls and minority youth to study mathematics and science in secondary school and to consider careers in scientific fields. Likewise, efforts will be made to encourage the study of more mathematics and science by general students who may not be going on to scientific and technological careers.

3. Advancing the Effective Use of Technology in Education. While science and technology have transformed much of our society, they have had little impact on the education system. With the advent of low-cost, powerful microcomputers, important changes in teaching and learning may be at hand. The Corporation will monitor and evaluate progress in educational technology and make grants for its use in areas of education that appear most promising.

4. Pursuing Research and Applications in Cognitive Science. Cognitive science has to do with how students learn. It is a relatively new field, drawing together computer scientists, experimental psychologists, and linguists. Recent advances have begun to increase our understanding of how learning takes place and have opened the way for significant improvement in the practice of education.

The Corporation's program in this area will focus on especially promising research and on the translation of research into useful applications.

5. Developing and Implementing Educational Policy. Leaders in government, business, labor, science and education are concerned with the changes in the economy that may be brought about by technological advances. There will be substantial benefits and substantial costs. There are differing views on how rapid the changes will be and on how great the dislocation and costs will be.

The Corporation will support research and policy studies that seek to shed light on the future impact of science and technology, especially as these changes in society and the economy relate to educational purposes and practices. The Corporation will also seek to clarify and disseminate policy recommendations that deal seriously with these issues.

NATIONAL CASH REGISTER

At the present time, National Cash Register does not have any budgeted internship, pre-doctoral or post-doctoral positions for students in the field of higher education. However, they will discuss opportunities on an individual basis where there may be mutual areas of interest between a student's research topics and the organization's educational needs. For example, NCR currently sponsors a doctoral student from Michigan who is studying evaluation and the transfer of learning to the job.

To determine if your interests are congruent with the interests of NCR, you may write to:

Theodore J. Settle, Director
NCR Management College
NCR Corporation
Dayton, Ohio 45479

THE ALFRED P. SLOAN FOUNDATION

Sloan Research Fellowships

The Foundation's program known as Sloan Research Fellowships entered its 29th year in 1984, making it by far the oldest program of the Foundation. It has grown in size and cost over the years and now includes several disciplines not covered at the beginning in 1955 (one of which--neuroscience--did not exist at that time); but the purpose of the program remains the same: to stimulate fundamental research by young scholars of outstanding promise at a time in their careers when their creative abilities are especially high and when government or other support is difficult to obtain.

Although these awards are primarily designed for persons in the fields of physics, chemistry, neuroscience, economics, and pure and applied mathematics, Trustee and Officer Grants are made to individuals for miscellaneous purposes.

The funds are normally expended by the fellow over a two-year period. The awards are administered by the fellow's institution and are designed to permit him the greatest possible freedom and flexibility in their use. The fellow need not pursue a specified research project and is free to change the direction of his research at any time. The award may be used for equipment, summer support, professional travel, computer time, research assistants, or other purposes approved by the fellow's institution.

Some examples of the types of miscellaneous projects which have been funded recently follow:

Association of Governing Boards of Universities and Colleges — $20,000 (over one year)
One Dupont Circle
Washington, D.C. 20036

Partial support for a study of programs that train the trustees of institutions of higher education and of other non-profit organizations. (Project director: John W. Nason, Consultant.)

Harvard University — $20,000 (over one year)
Cambridge, Massachusetts 02138

Supplementary support (to our grant of $91,000 in 1981) to allow James Q. Wilson, Henry Lee Shaytuck Professor of Government, and Richard Herrnstein, Edgar Pierce Professor of Psychology, to complete their research and writing project titled, "Crime and Human Nature."

Harvard University — $18,400 (over one year)
Cambridge, Massachusetts 02138

Partial support for research fellows at the Center for Science and International Affairs. (Project director: Paul Doty, Director of the Center.)

THE ALFRED P. SLOAN FOUNDATION (continued)

Massachusetts Institute of Technology — $19,000
Cambridge, Massachusetts 02139 — (over one year)

Partial support for a post-doctoral fellowship in the Defense Policy and Arms Control Program of the Center for International Studies. (Project director: Patricia K. Greer, Assistant Director of the Office of Sponsored Programs.)

National Affairs, Inc. — $20,000
10 East 53rd Street — (over one year)
New York, New York 10022

For a series of articles on professional graduate schools to be published in the journal, The Public Interest. (Project director: Irving Kristol, Editor.)

New York University — $20,000
70 Washington Square South — (over one year)
New York, New York 10012

Partial support for work on the first volume of a study titled, The Morgans: Private Investment Bankers, 1854-1934. (Project director: Vincent P. Carosso, Kenan Professor of History.)

Rutgers University Foundation — $8,000
191 College Avenue — (over one year)
New Brunswick, New Jersey 08903

Partial support for a conference on standardizing computer data bases in the humanities and social sciences. (Project director: Robert F. Allen, Professor of French.)

Social Science Research Council — $6,000
605 Third Avenue — (over one year)
New York, New York 10016

A civic grant to support a five-university project in New York City concerned with survey research. (Project director: Kenneth Prewitt, President of SSRC.)

University of Pennsylvania — $8,000
Philadelphia, Pennsylvania 19104 — (over one year)

Emergency support for a visiting scholar from the People's Republic of China to join a research group working on the hormonal regulation of salt appetite. (Project director: Eliot Stellar, Professor of Physiology, Psychiatry, and Anatomy.)

Inquiries about Sloan Fellowships should be sent to:

Alfred P. Sloan Foundation
630 Fifth Avenue
New York, N.Y. 1011
(212) 582-0450

PART II

MISCELLANEOUS GRANTS

THE BOOTH FOUNDATION

The Booth Ferris Foundation was established in 1957 under the wills of Willis H. Booth and his wife, Chancie Ferris Booth. Since that time, over $57 million have been contributed from the Foundation to worthy organizations for a variety of charitable purposes. Grants are made to charitable organizations that are exempt from federal taxes under Section 501(c)(3) of the Internal Revenue Code and that are not classified as private foundations.

Proposals for funding should be submitted to:

Robert J. Murtagh, Trustee
Booth Ferris Foundation
30 Broad Street
New York, New York 10004
(212) 269-3850

One copy of the proposal is sufficient, and should be accompanied by an annual report. Financial data, including the organization's current budget and its latest audited financial statement, should be submitted as well.

The Trustees meet six times a year at approximately equal intervals; therefore, applications may be submitted at any time. Interviews will not be granted prior to the submission of a proposal. Interviews will be granted after a proposal is received only in those cases in which the Trustees feel it will be helpful to their decision.

The Foundation's primary interests are in the field of private education, and especially theological education, smaller colleges, and independent secondary schools. A limited number of grants are made in the areas of social service and cultural activities in New York City. Grants in other areas are made very occasionally, most often in fields in which the Booth family had had an interest. Grants are not made to organizations whose primary work is conducted outside of the United States, and grants are not made to individuals, to federated campaigns, or to work with specific diseases or disabilities. Proposals from educational institutions for scholarships and fellowships, and for unrestricted endowment are discouraged, as are proposals for individual research efforts at such institutions.

THE CAMILLE AND HENRY DREYFUS FOUNDATION

The Camille and Henry Dreyfus Foundation, which was established in 1946, has directed major attention to the advancement of chemistry, chemical engineering and related sciences as a means of improving human relations and circumstances in the world.

The Dreyfus Teacher-Scholar Grants

During 1969, at the request of the President, Mrs. Jean Dreyfus Boissevain, and the Board of Directors of the Foundation, a distinguished advisory committee made a search for a new area where the resources of the Foundation could be best applied. This resulted in the establishment of the Camille and Henry Dreyfus Teacher-Scholar Grant Program. The program was adopted by the Board as particularly appropriate to the purposes of the Foundation.

These one-time grants amount to $50,000 each. The university or college receiving such a grant will provide $47,000 to the successful young faculty member and will reserve $3,000 for administrative purposes. The institution should be in charge of the investment of funds and provide money as requested by the awardee for purposes indicated in this letter stating the intended use of the grant. A summary on the use of the funds and the academic activities associated with this grant is expected from the awardee. Since the funds should be expended within five years, a periodic statement from the financial department would be appreciated.

These grants are to be awarded to academic institutions for the benefit of young faculty members with exceptional promise who combine interest and demonstrated ability in teaching and performing imaginative research and who are nominated by the academic institution at which they are employed.

The purpose of the grants is to provide funds to the academic institution to be used by the young faculty member with maximum freedom to develop his potentials both as teacher and scholar in accordance with the plans which are submitted. The grants provide unstructured support at a critical time in the individual's career that will supplement, but not substitute for, the funds normally available from institutional and governmental sources. The main guidelines with respect to the use of the funds are as follows:

--This is a one-time grant to promote the development of a promising career and is not a research grant per se.

--The grant should foster better contact with students and should not take the young faculty member out of the classroom.

--The young faculty member should bear in mind that the institution that he or she serves and the students that he or she supervises should be benefited by the use put to these funds.

THE CAMILLE AND HENRY DREYFUS FOUNDATION

Uses for Funds

Types of expenditures that are appropriate include expenses involved in trying out and developing a new educational program or new teaching material. Funds may be used also as seed money for evaluating new research. Stipends for associated graduate or undergraduate students and financial support for post-doctorals are included. The term travel expenses is not intended to include extended leaves of absence from the institution receiving the award. Summer salary to the young faculty member, not to exceed two-ninths of the academic year salary, may be charged to the grant when institutional and research funds are not available. The Dreyfus Teacher-Scholar Grants, in a broad sense, are to be used by the young faculty member in imaginative ways that will contribute to his personal development as a teacher and as a scholar.

Selection of Candidates

Candidates shall be nominated by the institution. The Foundation will not entertain direct applications from individuals. Only one monination from an institution will be considered in any one year. There will be no discrimination with regard to race, creed, color or sex. An orginal plus two copies of the entire nomination dossier should be supplied.

In planning nominations it is to be kept in mind that the Foundation seeks individuals who possess an aptitude for teaching together with creative ability as a scholar. Teaching is interpreted broadly to include not only performance in the classroom and contributions of new educational ideas but also ability to inspire and serve as a model for promising pre- and post-doctoral students.

Nomination forms can be obtained by writing to:

Dr. William L. Evers
Executive Director
The Camille and Henry Dreyfus
Foundation, Inc.
445 Park Avenue
New York, New York 10022

Nominations should be submitted by the 15th of April.

THE KRESGE FOUNDATION

Policies and Application Procedures

The Kresge Foundation makes grants to fully accredited, tax-exempt charitable organizations operating in the fields of (a) four-year college and university education, (b) health care, (c) social services, (d) science and conservation, (e) the arts and humanities, and (f) public affairs.

The Foundation makes grants toward projects involving (a) construction of facilities, (b) renovation of facilities, (c) purchase of a major item of equipment or an integrated equipment system, provided the capital cost involved is at least $75,000, and (d) the purchase of real estate.

Requests specifically toward debt retirement, furnishings or projects which are substantially complete at the time of application are not eligible.

If the project involves long-term (in excess of five years) financing commitments, major regulatory approvals or real estate purchase options, formal resolution thereof must occur by May 15 of the year of application.

Grants are usually made on a challenge basis. By the time of application, the typical applicant has raised some initial funds, often from private sources. Further fund raising progress is expected during the Foundation's review period. The Foundation's grants, announced in July, are then made with the express purpose of stimulating further fund raising in order to complete project funding. Grant amounts are not based on a specific formula, but rather on a review of individual circumstances and the fund raising strategy proposed by each applicant.

Only applications postmarked within the period January 1 through February 15 of each year will be accepted. One copy is sufficient.

Favorable decisions are announced about mid-July. Most declinations are announced prior to that date, although some declination notices could be issued as late as one week before new grants are announced.

If the Foundation has declined a request, the applicant may reapply in a subsequent application period. Requests may be for the same project, provided it remains eligible, or for another project. Such applications should be complete in all respects without reliance upon previously submitted information.

THE KRESGE FOUNDATION

An application must include the following:

1. COVERING LETTER, signed by the senior administrative official, which describes the project, its purpose and expected impact, and its priority for the organization.

2. FACT SHEET (provided by the Foundation).

3. NARRATIVE STATEMENT which includes the following:

   --Brief history of the organization.

   --Description of the services provided and those persons served.

   --Description of major affiliations, if any.

   --Policy for maintaining the present physical plant. Include the amount budgeted annually for major repair and replacement and a description of any deferred maintenance.

   --Outline of the strategy for raising the funds necessary to complete the project. Show what constituencies are likely to respond to a Kresge challenge grant after its announcement in July.

   --If the project is part of a larger campaign, outline the campaign goals and indicate what gifts and grants have been designed for each. Also, indicate how unrestricted gifts have been or will be allocated.

   --If the project includes long-term financing, please indicate date of sale or commitment, rate and maturity.

4. AUDIT, complete copy of most recent audited financial report.

5. LISTING of the organization's governing board.

6. IRS RULING, attach copies of latest IRS ruling letters indicating federal tax exemption and private foundation status under IRS Code Section 509(a). Please confirm in the cover letter that the rulings remain in effect.

7. SMALL PHOTOGRAPH OR DRAWING of the project. Do not send blueprints.

Additional information, including a listing of recent grants, can be found in the Foundation's current Annual Report which is available upon request. Written or telephone inquiries can be made to:

The Kresge Foundation
A. H. Taylor, President
P. O. Box 3151
3215 W. Big Beaver Road
Troy, Michigan 48007-3151
(313) 643-9630

THE PEW CHARITABLE TRUSTS

The Pew Memorial Trust is administered by the Glenmede Trust Company.

In keeping with the desires of the founders to help improve the quality of life for individuals and the community at large, the Trusts continue to support charitable organizations in specific areas of education; health care; culture; human services; public policy; religion; and conservation. The Trusts look for organizations with clear statements of purpose, well-defined services, and competent people to direct their efforts. Support is given to programs and projects designed to meet various needs in an efficient, creative, and realistic manner.

Grants are made only to tax-exempt organizations that are not classified as private foundations under the provisions of Section 509(a) of the Internal Revenue Code. Grants are not made to individuals. All grants are authorized by the Board of Directors of the Company.

Areas of Funding Interest

Education. Grants are made primarily to undergraduate liberal arts and sciences education. Requests are considered for academic programs, particularly those that encourage academic excellence and those that build on a major strength of a school. Requests are considered also for equipment for educational instruction, academic facility renovations, and library-related projects.

Health Care. Grants are made nationally to support medical and scientific education, professional staff training and development, and health policy, services, and systems research. Locally, programmatic grants are directed toward health and support service needs for long-term care in the community, rehabilitation, and mental health/mental retardation.

Human Services. Emphasis is placed on programs that promote self-sufficiency and enhance the quality of life for individuals, families, and communities. Grants are awarded in five categories: community development; personal and social development; educational and vocational services; family planning education programs; and emergency needs. Grants are made primarily for direct-service projects to organizations within the eight-county Philadelphia metropolitan area. Occasional grants are made to programs with a distinct national focus outside this geographical area.

Conservation. Grants are made in support of environmental and species preservation, resource management, and environmental education. Priority is given to local and regional projects. Funding of national and international organizations is limited to those involved in environmental or species preservation.

THE PEW CHARITABLE TRUSTS (continued)

Public Policy. Grants are made to support research and analysis in the areas of economics, national and international security, international diplomacy, and social policy.

Culture. Grants are made to promote artistic and managerial excellence in the performing arts and to support museums, libraries, archives, historic preservation organizations, and science and nature institutions.

Application Procedures and Guidelines

Proposals for funding support should be concise yet complete. No application forms are provided. One copy of the proposal and supporting documentation is sufficient. Requests will not be processed until all of the following information is provided:

1. One page description of the project and amount requested.

2. Background on the organization:

   --Purpose and goals;
   --Constituent group served;
   --Types of programs offered.

3. Proposed project information:

   --Statement and justification of need;
   --Measurable objectives;
   --Action plan to meet objectives;
   --Project budget and timetable;
   --Current status of the project;
   --Identification of current or proposed funding sources and the collars received or requested for the project;
   --Cash flow analysis of the expenditure of project funds;
   --Proposed method of evaluating results.

4. The following support information must be included with the proposal as an appendix:

   --A photocopy of the latest IRS determination letter(s) of tax-exempt status under Section 501(c)(3) and foundation classification under Section 509(a);
   --A statement on the organization's letterhead that there has been no change in the purpose, character, or method of operation subsequent to the issuance of the IRS determination letter(s);
   --A financial statement (preferably audited) for the most recently completed fiscal year, or the most recent IRS Form 990;
   --An interim statement of income and expenses for the current fiscal period;

THE PEW CHARITABLE TRUSTS (continued)

--A current organizational operating budget;
--A projected operating budget for each year for which funding is requested;
--A list of names and professional affiliations of directors or trustees and names and titles of the officers;
--Any readily available printed materials describing the organization and its activities, such as catalogs or annual reports.

Proposals should be addressed to The Glenmede Trust Company. One person, preferably the chief executive officer, development officer, or authorized representative of the organization, should be designated as the primary proposal contact. Proposals are accepted year-round, but applicants may submit only one proposal within any twelve-month period. Grants are awarded five times a year, in February, April, June, September and December.

For more information about the Pew Trusts or others administered by the Glenmede Trust Company write to:

The Glenmede Trust Company
229 South 18th Street
Philadelphia, PA 19103
(215) 875-3200

THE ROCKEFELLER FOUNDATION

The Arts and Humanities Division of the Rockefeller Foundation has as its fundamental purposes the encouragement of creative work by artists, scholars, and teachers, and the channeling of that work into the broader society. Toward those ends, the Division operates under the following four general guidelines.

1. Support for the Creative Person

The Foundation recognizes the creative individual as central to the arts and humanities, just as it sees the arts and humanities as central to understanding history and society. Most often, support to stimulate new work is arranged through programs of awards or fellowships.

In 1984 and 1985, competitive programs of support will be funded for playwrights, symphonic composers, opera composers, visual artists, filmmakers, and choreographers, and for scholars in the humanities. Most of these programs are operated by appropriate agencies outside the Foundation, rather than by the Foundation itself. A listing of all of the programs is available upon request.

2. Strengthening Secondary School Education Through the Arts and Humanities

A dramatic improvement in the schools is a high national priority for the 1980s. The Foundation supports programs to strengthen classroom teaching in the arts and humanities and programs to link secondary schools with other educational and cultural institutions, such as universities, museums, and public libraries.

In 1984 and 1985, this guideline will be used to encourage selected communities to work toward improvement of arts and humanities instruction within their schools. The Foundation will be seeking educational, cultural, and business organizations that wish to focus, together with teachers and school officials, on such opportunities within their own locations. School-college collaborations that can serve as models for other districts are of particular interest, as are efforts to improve the status and training of teachers. Support will be focused on system-wide projects in urban areas rather than on grants to individual teachers or schools.

3. Enhancing the American Public's Understanding of International Affairs Through the Arts and Humanities

An interdependent world requires citizens with international knowledge and perspectives, and with understanding of foreign languages and cultures. The Foundation supports the efforts of educational, artistic, and cultural organizations to inform Americans about the world and to cultivate cross-cultural understanding within the United States.

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During 1984 and 1985, grants under this guideline will most often be made to help improve secondary-school foreign language instruction and to foster the inclusion of international perspectives and problems in such areas as history and literature in secondary schools. Experiments in use of the media and the arts to encourage international understanding are also to interest.

4. Forging Connections Between Artists, Humanists, and Society

Artists and humanists in our society often work in relative isolation, their creations only slowly filtering through cultural and educational institutions to the larger public. The Foundation supports programs that strengthen the connections between individual artists, humanists, and the institutions that may influence and be influenced by their work.

Under this guideline in 1984 and 1985, the Foundation will continue to work toward improved relationships between business and the arts and humanities and toward the inclusion of humanists and artists in public policy discussions and institutions, and will support selected experiments to aid the wider dissemination of new artistic and humanistic work.

More information about these Rockefeller opportunities may be obtained by writing to:

The Rockefeller Foundation
1133 Avenue of the Americas
New York, New York 10036
(212) 869-8500

APPENDIX

List of Responding Organizations

1. Alcoa Foundation
2. Arizona Commission for Postsecondary Education
3. BankAmerica Foundation
*4. Benton Foundation
**5. Booth Ferris Foundation
*6. Bush Foundation
*7. Carnegie Corporation
8. Cleveland Foundation
*9. Culpeper Foundation
**10. Dreyfus Foundation
11. Education Commission for the States (Colorado)
*12. Educational Testing Service
13. Exxon Education Foundation
14. Foundation Center
*15. Fund for the Improvement of Post Secondary Education
16. General Electric Company
*17. Government of the District of Columbia
18. Greve Foundation
*19. Hazen Foundation
*20. Hewlett Foundation
21. Keck Foundation
*22. Kellogg Foundation
**23. Kresge Foundation
24. Lilly Foundation
25. Lyndhurst Foundation
*26. Mellon Foundation
*27. National Cash Register
28. National Center for Higher Education Management Systems

*Provides educational grants
**Grants in areas other than education

APPENDIX (continued)

29. Northwest Area Foundation
**30. Pew Memorial Trust
**31. Rockefeller Foundation
32. Sears-Roebuck Foundation
*33. Sloan Foundation
34. State Board of Higher Education (North Dakota)
35. State of Michigan--Department of Education
36. Western Interstate Commission for Higher Education

*Provides educational grants
**Grants in areas other than education